

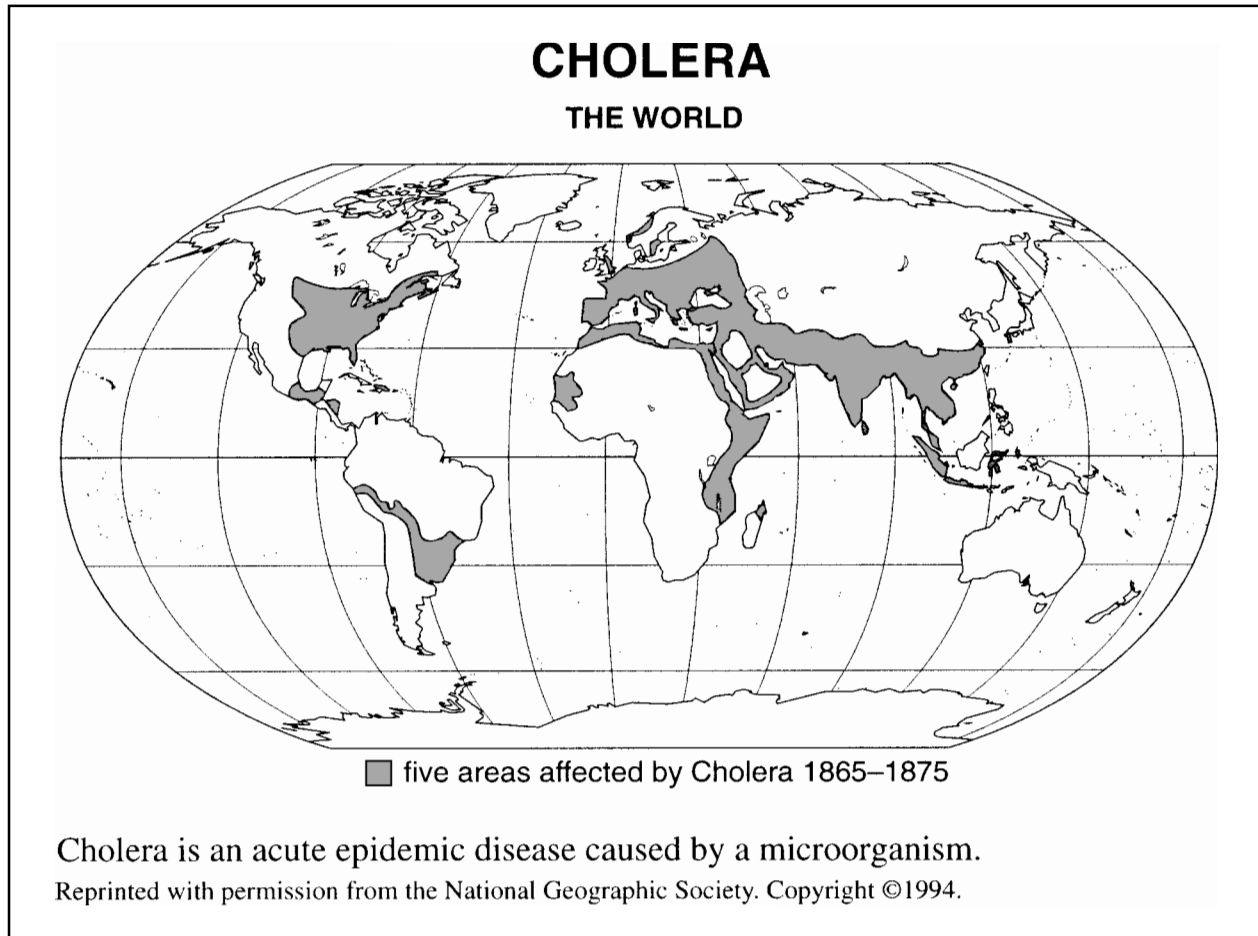


High School Test in Social Studies

Released Items
Spring 2002

GEOGRAPHY

Directions: Study the following map and use it with what you already know to answer the questions that follow.



- 6 Which form of transportation helped to spread cholera to the areas shown on the map?
- A airplane
 - B automobile
 - C railroad
 - D ship
- 7 What information **NOT** shown on this map would increase your understanding of the spread of cholera?
- A per capita income
 - B population density
 - C natural population growth
 - D balance of trade
- 8 What explains the pattern shown on the map?
- A The microorganism does not survive in the climates of uninfected areas.
 - B Uninfected areas did not allow travel during this time period.
 - C Worldwide wind patterns spread the disease in this way.
 - D Uninfected areas had little contact with the rest of the world.
- 9 Which statement can **BEST** describe the spread of cholera at this time in history?
- A Cholera had penetrated the interior of Africa.
 - B Cholera was unknown in Southern Europe.
 - C Cholera was found in tropical areas.
 - D Cholera was common on the west coast of North America.
- 10 Which of the following contributed to the pattern shown on the map?
- A gold rush
 - B World War I
 - C invention of the steamship
 - D Japanese isolationist policy

HISTORY

Directions: Read the following quotations and use them with what you already know to answer the questions that follow.

AN EMERGING WORLD POWER

“The American continents, by free and independent condition which they have assumed and maintain, are henceforth not to be considered and subject for future colonization by any European power. ...

Our policy in regard to Europe, which was adopted [many years ago], nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers. ...”

– President James Monroe’s Message to Congress, December 2, 1823

“In our infancy, we bordered upon the Atlantic only; our youth carried our boundary to the Gulf of Mexico; today maturity sees us upon the Pacific.”

– Alfred Thayer Mahan, 1890

- 11** The quote by Alfred Thayer Mahan echoes what belief popular in nineteenth-century America?
- A** isolationism
 - B** manifest destiny
 - C** states' rights
 - D** separate but equal
- 12** How were Monroe's ideas reflected in the United States in the 1920s?
- A** The United States allowed unlimited immigration.
 - B** The United States stopped intervening in Latin America.
 - C** The United States became involved in permanent alliances.
 - D** The United States refused to participate in the League of Nations.
- 13** How did the Monroe Doctrine come to be used in American foreign policy?
- A** It became a justification for intervention in Latin America.
 - B** It was used to justify the United States's entry into World War II.
 - C** It committed the United States to a network of foreign alliances.
 - D** It became the foundation for the North Atlantic Treaty Organization.
- 14** Which of the following is the **MOST** accurate statement regarding the impact of the Monroe Doctrine in the 1820s?
- A** It allowed the United States's involvement in European affairs.
 - B** It established the policy of isolation from European affairs.
 - C** It authorized the United States to establish colonies in Latin America.
 - D** It forced Russia to cede Alaska to the United States.
- 15** Mahan's ideas led directly to the United States's participation in the
- A** Mexican War.
 - B** Spanish American War.
 - C** First World War.
 - D** Second World War.

CIVICS

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

THE SPIRIT OF REFORM: PROGRESSIVISM

*In *Lochner v. New York* (1905), the New York legislature passed a law providing that no bakery could employ anyone to work more than 60 hours a week or more than 10 hours a day. *Lochner* had been convicted of a violation, and the case was brought to the Supreme Court. Speaking for a 5 to 4 majority, Justice Peckham invalidated the New York law.*

“Limiting the hours in which grown and intelligent men may labor to earn their living, are mere meddlesome interferences with the rights of the individual. ... The limitation of the hours of labor ... has no such direct relation to and no such substantial effect upon the health of the employee. ... Under such circumstances the freedom of master* and employee to contract with each other ... cannot be prohibited or interfered with, without violating the federal Constitution.”

As President from 1901 to 1909, Theodore Roosevelt increased the power of the President, initiating progressive reforms that regulated big business and protected public lands from private land speculation. In 1912, he reentered the presidential race as the leader of the Progressive Party. Elements of its platform—the direct election of United States senators, women’s suffrage, and many social reforms—were ultimately implemented, although Roosevelt lost the election. He wrote “The Right of the People to Rule” in 1912.

“I urge that in such cases where the courts continue the due-process clause as if property rights, to the exclusion of human rights, had a first mortgage on the Constitution [was of primary importance], the people may vote and finally determine whether the law which the court set aside shall be valid or not. ... The decisions of which we complain are, as a rule, based upon the Constitutional provision that no person shall be deprived of life, liberty, or property without due process of law. ... About 1870 our courts began to attach to these terms new meanings. ... ‘Liberty’ has been made to include the right to make contracts.”

**master—an expert in a craft qualified to teach others*

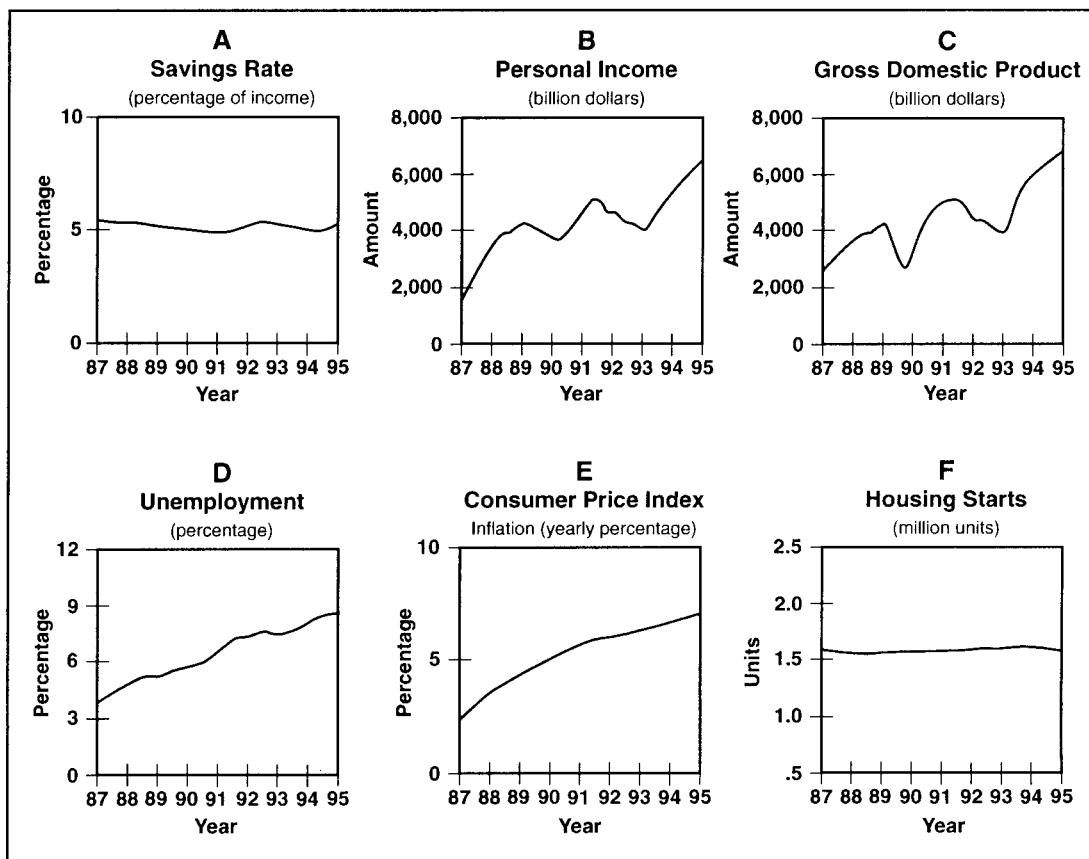
- 21 Which of these constitutional principles is illustrated in the *Lochner* decision?
- A popular sovereignty
 - B representative government
 - C national supremacy
 - D checks and balances
- 22 How can Roosevelt's plan for reform **BEST** be summarized?
- A The checks the courts have over the other branches should be dismantled.
 - B The legislature should have the final word on constitutionality.
 - C The people, in certain instances, should be able to decide if a law is valid.
 - D The Constitution should be amended to limit power of the people.
- 23 What underlying principle of Progressivism would the framers of the Constitution have disagreed with?
- A protecting the liberty of the common citizen
 - B concern for the interpretation of the Constitution
 - C distrust of a strong federal government
 - D trust in the citizen to decide constitutional issues
- 24 How did Roosevelt's actions change the role of the President?
- A The President can amend the Constitution.
 - B The President has the final say on the constitutionality of a law.
 - C The President can be a key legislator as well as chief executive.
 - D The executive branch has supremacy over the legislative branch.
- 25 Which of the following ideas in the Declaration of Independence is advocated by Roosevelt?
- A "Governments are instituted among men, deriving their just powers from the consent of the governed."
 - B "Mankind is more disposed to suffer while evils are sufferable."
 - C "Governments long established should not be changed for light and transient causes."
 - D "We mutually pledge to each other our lives."

ECONOMICS

Directions: Study the following graphs and use them with what you already know to answer the questions that follow.

ECONOMIC MEASUREMENT

The data shown below are hypothetical.



- 36 If you are considering investing in the stock market, which indicator would be the **LEAST** helpful?
- A A
 - B B
 - C D
 - D E
- 37 Which graph would **MOST** likely influence the government's decision to undertake a massive highway construction program?
- A B
 - B C
 - C D
 - D E
- 38 What other graph would accurately show the combined effect of graphs B and E?
- A balance of trade
 - B investment rate
 - C productivity
 - D purchasing power
- 39 If you were running for political office and were trying to prove that the economy is growing, which graph would you use?
- A C
 - B D
 - C E
 - D F
- 40 Which graph would **MOST** likely show an increase when the Federal Reserve Board decides to raise interest rates?
- A A
 - B B
 - C C
 - D D

INQUIRY AND DECISION MAKING

Directions: Read the following hypothetical information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

ENERGY CONSERVATION

Dependence on foreign sources of energy is a major problem in the United States. Some believe that the government should take specific steps to promote energy conservation. Read the following information about public opinion on the role of the federal government in promoting energy conservation.

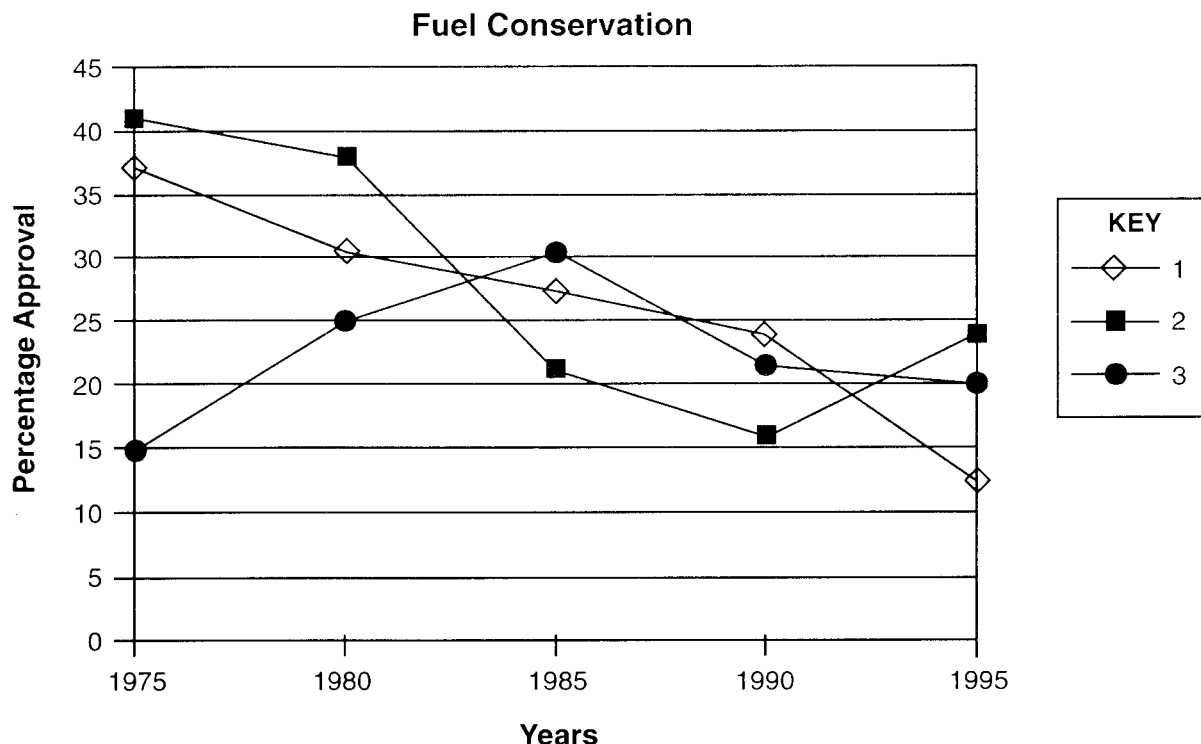
DATA SECTION

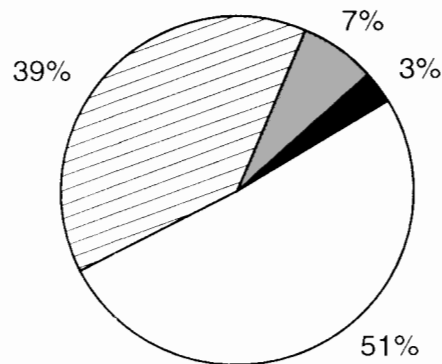
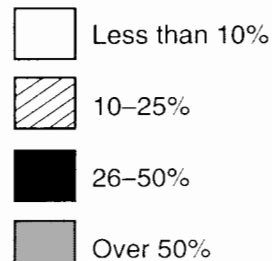
Part A Long-term polling information about fuel conservation show the following results:

Line 1 = Should the United States government require more fuel-efficient cars and trucks?

Line 2 = Should the United States government require more fuel-efficient buildings?

Line 3 = Should the United States government provide tax credits for individuals and/or businesses who are more fuel efficient?



DATA SECTION (continued)**Part****B** What percentage of fuels should the United States import?**Survey Results****KEY****Part****C****Selected Energy Data**

Impact of Vehicle Use	1975	1980	1985	1990	1995	2000
Vehicles on the road (in millions)	52	64	72	86	99	115
Gasoline demand (trillion of gallons)	2.5	2.9	3.2	3.4	3.3	3.0
Carbon dioxide levels in atmosphere (parts per million)	98	114	130	147	168	184

41 Task I: Interpreting Information

Study the information in the data section. Which of the following statements **BEST** describes the *relationship* between the **approval for requiring more fuel-efficient cars and trucks** and **carbon dioxide levels in the atmosphere**?

- A** As public opinion has shown less desire for fuel-efficient cars and trucks, the carbon dioxide levels in the atmosphere have increased.
- B** Approval for requiring more fuel-efficient cars and trucks has increased as carbon dioxide levels have increased.
- C** The more fuel-efficient cars and trucks on the road, the higher the carbon dioxide levels in the atmosphere.
- D** The fewer fuel-efficient cars and trucks on the road, the higher the carbon dioxide levels in the atmosphere.

ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

42 Task II: Taking A Stand

You will now take a stand on the following public policy issue: **Should the United States government require manufacturers to produce more fuel-efficient vehicles?** You may either support or oppose the manufacture of more fuel-efficient vehicles. Write a letter to your senator.

You will be graded on the following criteria. Your letter must include

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy;
- supporting knowledge from history, geography, civics (other than the core democratic values), or economics (it is **NOT** enough to only state your opinion);
- supporting information from the data section; and
- a credible argument someone with the opposite point of view could use and an explanation that reveals the flaw in his or her argument.

Remember to:

- Use complete sentences.
- Explain your reasons in detail.
- Explain how the core democratic value you use connects to your position.
- Write or print neatly on the lines provided in your answer booklet.

**ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.
NOTHING WRITTEN IN THIS TEST BOOKLET WILL BE SCORED.**



Some Core Democratic Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American society. These values unite all Americans. They are expressed in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation. Below is a list of some core democratic values. **You may use any core democratic value to support your position, including those not on this list.** Be sure to explain how the value you choose supports the position you take.

Fundamental Beliefs

Life

Liberty

The Pursuit of Happiness

Public or Common Good

Justice

Equality

Diversity

Truth

Popular Sovereignty

Patriotism

Constitutional Principles

The Rule of Law

Separation of Powers

Representative Government

Checks and Balances

Individual Rights

Freedom of Religion

Federalism

Civilian Control of the Military

Student Response 1

I think that fuel-efficient vehicles are a very good idea. Less fortunate people will be able to buy a car and not worry about the gas prices. Also lower fuel prices will give citizens more available money. If they have more money available they can spend it on other things, which can increase our business. Thank you for your time.

Score Point: 0

This response does not provide a clear and supported position.

Student Response 2

No, I don't think it will be good for them. The price of every car for gas would go up high. People probably would not survive. They would probably will live and a different house or can't support their family or can't do nothing better than be on the street.

Score Point: 1

This response provides a clear and supported position.

Student Response 3

I think that there should be government Regulations on manufacturers to Produce more fuel Efficient cars. According to the Governments fundamental beliefs, we have a right to A common or Public Good, which means that we should be Protected from the Harmful materials that Are in our Atmosphere.

When citizens Are Having to wear masks that cover their nose & mouth in extreme rural Areas just so they can breath I think that is A sign that the Problem of Air Pollution needs to be solved. Its A problem that effects Everything not just people, some say it is the cause of Global warming, which I Am not particularly worried about but it is A problem. So in conclusion I think that There should be regulations on vehicles to reduce the amount of Air Pollution.

Score Point: 2

This response provides a clear position and supports it with social studies knowledge from geography (global warming).

Student Response 4

I Support that we should have more fuel-efficient vehicles. If we were to use more fuel-efficient cars the air would be healthier and more clean. If you were to look at Data Section part B you would see that the carbon dioxide levels in the atmosphere is very high. 1184 million in 2000. From 1975 to 2000 the number as gone up 86 times in the last 25 years. I know that doesn't look like a lot but if it keep adding up then there will be no atmosphere and I would not be writing you.

I think that the people in Data Section part A in 1975 were right and we should do the survey again. I think if we were to take the poll again people would vote more fuel-efficient cars. If you were to look at gas prices right now they are \$1.30 to a \$1.40 give or take a few cents. With that you could buy popcorn, pop, fruit snacks, you could almost buy all your small house hold things.

In closing I think we should really take a

the world and see what is going on in
live and move to having more fuel-efficient
cars.

Score Point: 2

This response provides a clear position and supports it with data from the Data Section.

Student Response 5

I am writing to you to voice a concern I am having. I have heard from many different trustworthy sources that the government is going to require manufactures to produce more fuel-efficient vehicles. Correct me if I'm wrong, but isn't it against our U.S. Constitution to tell a free citizen what to produce and how to produce it? Sure, the vehicles that are being produced harm the atmosphere. That is why the vehicle manufacturers are starting to produce more fuel efficient cars and they are starting to produce gas/electric hybrids that run on electric power in the city and gas power on the highways. I believe it should be up to the manufacturers to produce more fuel-efficient vehicles. If the people started to demand better vehicles then the big companies will listen. And then, by their own choice, they will begin to produce more fuel-efficient cars. I thank you for your time and thank you for listening to my opinion.

Score Point: 3

This response provides a clear position and supports it with the correct application of a Core Democratic Value (Liberty), social studies knowledge from economics (market forces) and has a successful refutation.

Student Response 6

I ^{believe} ~~think~~ the United States government should ~~require~~ require manufacturers to produce more fuel-efficient vehicles ~~for a~~ ^{few} ~~number~~ of reasons. In today's society, fuel-efficient cars would be very beneficial. Today, people are going more places and doing more things than they used to and with gas being more harmful than helpful, this is not a good thing. Cars on the road have risen from 54 in 1975 to 115 in the year 2000.

One ^{reason} ~~reason~~ it would be helpful is because the supply of fuel would last longer. Since it is a natural resource ~~we~~ we could run out and then what are we going to do. If we construct these cars then we only use a little bit of fuel which will give us more time to come up ~~at~~ with a solution for when we have no more.

Less gas ~~in the air~~ would also lead to less carbon dioxide. This is beneficial because carbon dioxide ~~makes~~ makes things ~~like~~ like smog and pollution. These are two major problems in many of our cities, ~~and~~ since they both lead to health problems. Both put harmful things into your lungs.

and also cause other harmful damage to ~~your~~ your body.

These cars would also be helpful in case we come into bad ~~terms~~ terms with a country that supplies it to us. What I mean by this is that we would not be so dependent on other ~~countries~~ countries in case of something like a world war were to happen. If ~~there~~ a war were to happen, and with our a high gasoline demand right ^{now}, our future would not be looking good.

To come to a ~~close~~ close, more fuel-efficient cars would be helpful to the all around public and common good. Right now there are more cars on the road which in turn means a higher demand for gasoline, which is not good. To conclude, these cars would be very advantageous in many ways.

Score Point: 3

This response provides a clear position and supports it with the correct application of a Core Democratic Value (Common Good), social studies knowledge from geography (oil as a nonrenewable resource) and data from the Data Section.

Student Response 7

I think that the government should not require auto manufacturers to produce more fuel efficient vehicles. Requiring this infringes upon the rights of the auto makers to produce and the rights of the people to own whatever car they want. It is an unnecessary restriction. They have the liberty to do what will further their business, and in consequence, the economy. In the past, when the government enforces unnecessary restrictions, people and businesses find a way around it, such as the Prohibition of the 1920's. This creates more liars and criminals. The Data Section about fuel conservation clearly shows that the general population agrees that it is unnecessary. The percentage of approval dropped from 41% in 1975 to 12% in 1995. It is true that many people do want more fuel-efficient cars, to save on gas. These cars are still available for any who want them. They're just not mandatory. Thank you.

Score Point: 4

This response provides a clear position and supports it with the correct application of a Core Democratic Value (Liberty), social studies knowledge from history (prohibition), and data from the Data Section and has a successful refutation.

Student Response 8

I believe our government should require manufacturers to produce more fuel-efficient vehicles. You may or may not know that the number of vehicles on the road has increased by 63 million, since 1975. With this rise has come increased levels of carbon dioxide in our atmosphere. By setting efficiency standards on all new automobiles, we will be able to help the common good of our country. Creating more fuel efficient cars would cause people to be more aware of their environment and also reduce carbon dioxide levels in the atmosphere. This will allow for a cleaner atmosphere and protect our planet greatly, because if we continue to destroy our atmosphere, it could lead to holes in the ozone layer. Which in turn may cause dramatic global warming. So by changing one simple standard, we would be protecting the common good of our nation from a catastrophe. Furthermore, since our cars would be more efficient, there would be less demand

for gasoline and we could spend that money previously used on importing gasoline on other goods and services. The extra supply of money could be used on improving roads, highways and intersections, so people spend less time in their cars everyday and therefore produce less carbon dioxide. Additionally, since less gasoline is being demanded, the price level of gasoline will go down, so people would be able to keep more of their disposable income and perhaps spend it on a new more fuel-efficient car. I realize even if this requirement is put into action, there would still be the cars without this requirement on our nation's roads. However, we cannot expect every household to go out and buy a new car right away. The process of reducing and/or limiting the levels of carbon dioxide in the atmosphere is a gradual process. People are buying new cars everyday though, therefore getting rid of their older less fuel-efficient cars, so eventually our country will only be driving fuel efficient cars. To promote this idea, when people decide to buy a more fuel-efficient car, the government could offer to pay these people for their old car and recycle its parts and use it in the newer vehicles. By doing this, consumers will be more likely to buy

a new car and the cars will cost less to produce because instead of having to import materials much of what is needed will already be available from the recycled cars, so even though the government is losing money in the short run, they are saving a lot in the long run. This plan could also keep our economy stable, because it will encourage spending money on the new cars. Thus, many people will need to take out loans from banks. This will keep the circulation of money and the money supply relatively stable. The pollution our current cars are producing is a major problem. It causes sickness in people and animals, such as our livestock, and can cause problems in our crops. By reducing pollution, people will be more happy and able to carry out their daily lives, because there will be less of a chance that they are sick - Pursuit of Happiness. Our nation's GDP will also rise, because our livestock and crops will increase because of their higher chance of survival, so we will be able to produce more goods. To conclude, by creating a regulation for more fuel-efficient cars, we will be creating a chain-reaction of events that will improve our nation.

Score Point: 4

This response provides a clear position and supports it with the correct application of a Core Democratic Value (Common Good), social studies knowledge from economics (disposable income), and data from the Data Section and has a successful refutation.

**Michigan Educational Assessment Program
Statewide Test Item Analysis
HST in Social Studies
All Students
Spring 2002**

District: MICHIGAN DEPARTMENT OF TREASURY
Codes: District- 99999 School- 0000
Run Date: 08/06/2002

Multiple Choice							Extended Response											Percent Receiving Condition Codes								
Item No.	Benchmark Code	Percent Answering by Response					Omit/Mult	Item No.	Benchmark Code	Percent Receiving Number of Points										A	B	C	D			
		A	B	C	D	0.0				0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0									
Historical Perspective								Inquiry & Decision Making																		
11	1HS2	18	55*	13	14	0*		42	1HS1	16	6	12	10	44	5	1	1	2	1	0	0	3				
12	2HS1	19	19	30	32*	0*																				
13	2HS3	19*	18	36	27	0*																				
14	3HS1	25	57*	12	6	0*																				
15	2HS1	18	52*	20	10	0*																				
Geographic Perspective																										
06	5HS1	14	2	3	81*	0*																				
07	4HS3	4	51*	18	26	0*																				
08	3HS2	24	15	13	47*	0*																				
09	4HS1	15	18	51*	15	0*																				
10	1HS1	9	20	65*	6	0*																				
Civic Perspective																										
21	1HS2	40	23	17	19*	0*																				
22	4HS1	6	13	69*	11	0*																				
23	4HS1	14	22	25	39*	1																				
24	4HS2	16	29	42*	13	1																				
25	4HS2	59*	11	17	13	1																				
Economic Perspective																										
36	1HS1	34*	13	36	16	1																				
37	1HS1	11	37	29*	21	1																				
38	1HS1	10	27	21	41*	1																				
39	1HS1	49*	12	28	10	1																				
40	4HS4	44*	21	20	14	1																				
Inquiry & Decision Making																										
41	3HS3	44*	14	24	17	2																				
Number of Students Included: 94978								Condition Codes for the Extended-Response Item:																		
								A	Off-topic	C	Written in language other than English															
								B	Illegible	D	Blank/refused to respond															
								Using the Benchmark Codes																		

You can link the individual items to their corresponding benchmark in the *Michigan Social Studies Content Standards and Benchmarks*, February 1996 (also see *Michigan Curriculum Framework*, 1996, pages 22-45).

Each Benchmark Code contains four characters. The first character, an Arabic numeral, identifies the content standard under the specific strand. The next two characters represent the grade level column designation in the content standards documents where EE= Early Elementary, LE= Later Elementary, MS= Middle School, and HS= High School. The number following these letters represents the specific benchmark in the column designated by the grade level.

EXAMPLE

An item with Benchmark Code 2MS3 under Civic Perspective is referring to content standard 2, "Ideals of American Democracy." Within that content standard, you need to look at Middle School benchmark number 3, "Explain means for limiting the powers of government established by the U.S. Constitution," to find the match.

CAUTION

Making inferences about students based on their answers to individual items is inadvisable due to the low reliability of single item measures. These data should only be used to make inferences about the performance of groups that are classroom size or larger.

Omit/Mult = Omits and Multiple Responses
* Number of students present rounds to zero